

**THE INFLUENCE OF “SAVE THE LAST WORD FOR ME” STRATEGY
TOWARD STUDENTS’ READING COMPREHENSION
IN RECOUNT TEXT AT THE EIGHTH GRADE
OF SMPN 2 SUKOHARJO
ACADEMIC YEAR
2018/2019**



A Thesis

**Submitted as a Partial Fulfillment of
the Requirements for S1-Degree**

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2019**

ABSTRACT

THE INFLUENCE OF “SAVE THE LAST WORD FOR ME” STRATEGY TOWARD STUDENTS’ READING COMPREHENSION IN RECOUNT TEXT AT THE EIGHTH GRADE OF SMP N 2 SUKOHARJO IN THE ACADEMIC YEAR OF 2018/2019

**By
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One of the most important skills in English is reading. It is often considered most difficult skill by the students. This problem was also faced by the students of the eighth grade of SMPN 2 Sukoharjo. Some strategies were needed by teacher to overcome that problem. One of the strategies is “Save the Last Word for Me” strategy. The objective of the research is to know whether the use of “save the last word for me” strategy for teaching reading comprehension of recount text at the second semester at eighth grade of SMPN 2 Sukoharjo academic year 2018/2019

The research was used quasi experimental design. The sample of this research was two classes consisting of 30 students for experimental class and 32 students for control class. In the experimental class, the researcher used “save the last word for me” strategy and in control class used LRD strategy to teach students. The treatments were held in 3 meetings in which 2x40 minutes for each class. In collecting the data the researcher conducted pre-test and posttest by serving a multiple choice test which consists of 20 items for each tested. After giving pre-test and post-test, SPSS was used to analyze the data to compute independent sample t-test

The result of analyze the data by SPSS it showed that the mean score of pre-test in experimental class was 60.00 and 76.00 for post-test. Moreover, in the table of hypothetical test, it can be seen that $Sig = 0.005$ and $\alpha 0.05$. It proved that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted because $Sig < \alpha = 0.005$. in the other words, “save the last word for me” strategy could significantly improve students’ reading comprehension of recount text at the eighth grade students of SMPN 2 Sukoharjo in the academic year of 2018/2019.

Keywords: Reading comprehension, “save the last word for me” strategy, recounts text.



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DEDICATION

From the depth of my heart, this thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. My beloved Father and Mother, Mr. Sugiyono Mrs. Susilowati, I cannot say anything because a thousand words nothing means to your kindness, I just can say I really proud of having you as my parents.
2. My beloved sister and my brother in law, Nur Hidayah, S.Kep Ners, Andi Septian, S.Pd, who always give me support and motivation.
3. My beloved friends Muslimah Indonesia (Ririn Aryani, S.Pd, Ria Kartika, S.Pd, Retno Oktaviani, S.Pd) who always support me to finish this thesis.
4. My almamater UIN Raden Intan Lampung.

DECLARATION

Hereby, I stated this thesis entitled “The Influence of using “Save the Last Word for Me” Strategy Toward Students’ Reading Comprehension in Recount text at the Eighth Grade of SMPN 2 Sukoharjo in Academic Year of 2018/2019” is completely my own work, I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text.



Sukoharjo, 2019
Declared by

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MOTTO

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ﴿٢﴾ أَقْرَأْ وَرَبُّكَ الْأَكْرَمُ ﴿٣﴾

الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٤﴾ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٥﴾

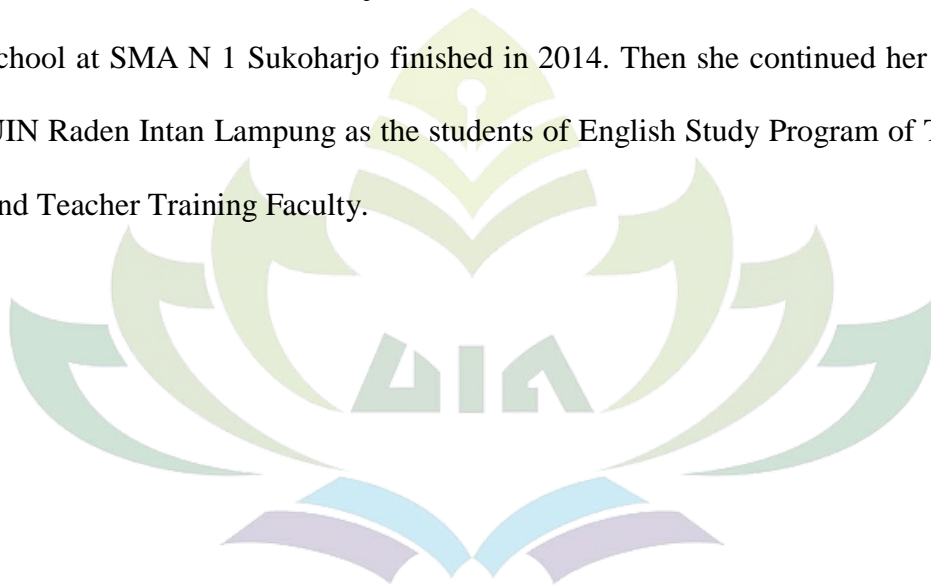
(1) Recite in the name of your Lord Who created, (2) created man from a clot of congealed blood, (3) Recite: and your Lord is Most Generous, (4) Who taught by the pen, (5) taught man what he did not know.¹

(Chapter: Al-Alaq: 1-5)

¹ "Tafheem ul Quran Surah 96 Al-'Alaq, Ayat 1-5" (On-Line), Available on: <http://www.islamicstudies.info/> (October, 01 2018).

CURRICULUM VITAE

The name of the researcher is Siti Shanniyah. She is called by niak. She was born on September 10th, 1996 in Pandansari, Pringsewu. She is the second child of Mr. Sugiyono and Mrs. Susilowati. She has one beloved sister. The name is Nur Hidayah. She accomplished her formal education Elementary school at SD N 2 Pandansari finished in 2008. After that she continued her school at Junior High School at SMPN 1 Sukoharjo finished in 2011. After that she continued her school at SMA N 1 Sukoharjo finished in 2014. Then she continued her study in UIN Raden Intan Lampung as the students of English Study Program of Tarbiyah and Teacher Training Faculty.



The researcher

Siti Shanniyah

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Finally, it has to be admitted that nobody is perfect and the researcher is fully aware that there are still many weakness in this thesis. Therefore, the researcher sincerely welcomes criticism and suggestion from the readers to enhance the quality of this thesis. Furthermore, the researcher expects that the thesis is useful for the researcher particularly and the readers generally, especially for those who are involved in English teaching profession

Bandar Lampung, 2019

SITI SHANNIYAH
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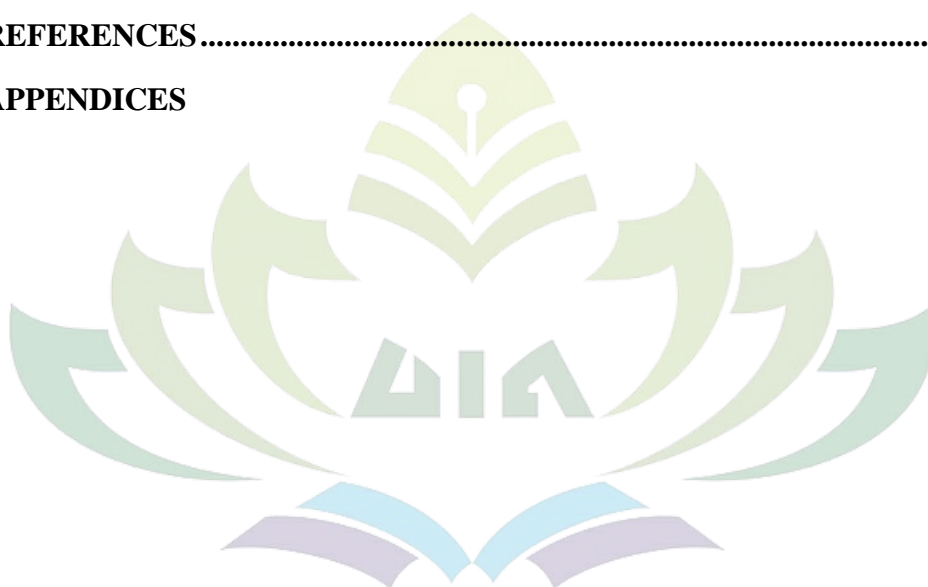
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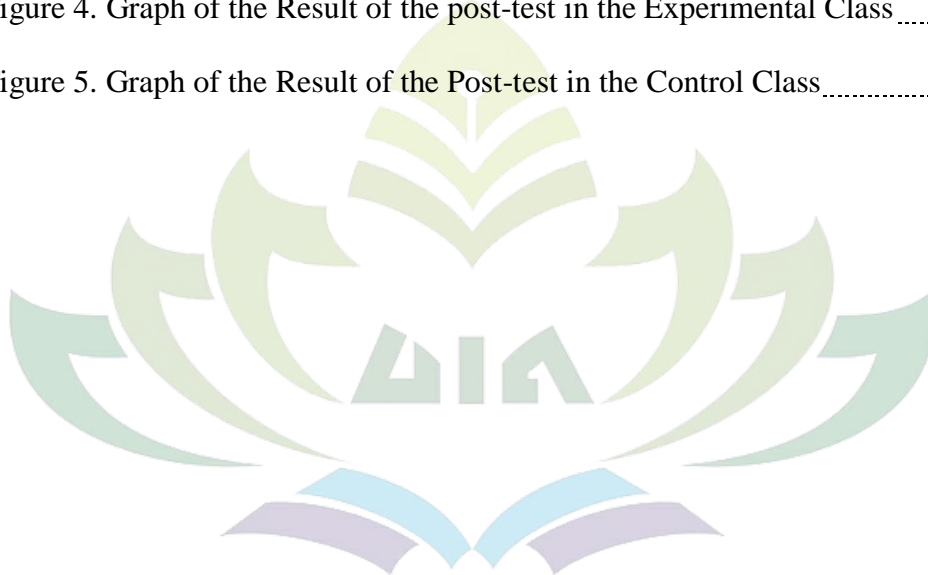


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CHAPTER I INTRODUCTION

A. Background of the Problem

English as a foreign language is generally taken to apply to the students who are studying general English at school and institute in their own country or as transitory visitor in target language country.¹ It means that although English is not used for communication in their daily lives, there are many people learn English. Nowadays, there are many people study English in formal and non formal because they realize that English is important for life.

There are four skills in English such as listening, reading, speaking, and writing. Reading is one of English skills. Linse states that reading is a set of skills that involve in making sense and deriving meaning from the printed word.² In short, reading is one of skills in English where we can get and take the information from printed text.

From interviewing with the teacher about reading comprehension, the researcher also conducted a questionnaire to some students. The students had difficulty in reading comprehension. They were also difficult to do exercise and find the information from reading, especially the recount text.

Based on the preliminary study at SMP N 2 Sukoharjo Pringsewu on January 10th, 2019, it was found that reading achievement of eighth

¹Jeremy Harmer, *How to Teach Writing*, (New York: Longman, 2009),p.39.

²Carolyn T. Linse, *Practical English Language Teaching*, (New York: Mc.Grawhill, 2005), p. 69.

grade was under average. It was found that only 34.40% of student in this class who got the score higher than the standard score while 65.60% other students got under the standard score which is 70. The students' reading comprehension in recount text score can be seen in the table below:

Table 1
Students' score of Reading comprehension in Recount Text at Eighth Grade Students first semester of SMP N 2 Sukoharjo in the Academic year 2018/2019

No	Class	Students' Score		Number of students
		<70	≥70	
1	VIII A	20	12	32
2	VIII B	22	11	33
3	VIII C	21	9	30
4	VIII D	22	10	32
5	VIII E	20	12	32
6	VIII F	19	11	30
	Total	124	65	189
	Percentage	65.60%	34.40%	100%

Source; Document of English Score of the Eight Grade of SMP N 2 Sukoharjo in academic year 2018/2019.³

From the data of pre-research in Table 1, it can be seen that the students got the score under minimum of reading comprehension in recount text. While, there were 65.60% and the researcher got the percentage data from questionnaire with students in SMPN 2 Sukoharjo.⁴ In other words, students have difficulty in reading comprehension in recount text.

Seeing the fact above almost every student has difficulty in learning reading. Therefore, if it happens continuously this affect the spirit of student learning and impact on student achievement to be under

³ Document of English Score of the Eighth Grade of SMP N 2 Sukoharjo in Academic Year 2018/2019

⁴ The result of percentage questionnaire with students in preliminary score

average. By interviewing the teacher, the teacher needs another strategy to teach students in reading comprehension. Therefore the researcher used “save the last word for me” strategy to increase the students score in reading comprehension.⁵

Rasinski and Padak in Tilton state “Save the Last Word for Me” Strategy is designed to enhance students’ understanding of text material, as well as to foster group interaction and problem-solving.⁶ “Save the Last Word for Me” Strategy was used during and after reading. The students are in group, and they was given five index cards each other. While or after the students read the selected text, they write down five statements that they find interesting, are confused about, or disagree with. The students then write their reactions to the statement on the back of the card. After all the students write down five statements and reactions, one person reads their statement to the group. After that student reads their card to the group, they turn it around so the group can read it to themselves. The person on the right of them tells their group their reaction of the statement. Each member of the group does the same. The person who read their statement now shares their reaction.⁷

There are some researches by using “save the last word for me” strategy. The first research was conducted by Utami an undergraduate thesis entitled Teaching Reading Comprehension Using “Save the Last

⁵ Heni Budi Astuti, the English teacher in SMPN 2 Sukoharjo. An interview

⁶ Brunner Judy Tilton, *I don't get it. Helping students understand. What They Read*, (New York: Rowman & Littlefield Education, 2011), p.85.

⁷ Randi Stone, *Best Practice for Teaching Reading: What Award-winning Classroom Teachers Do*. (New York: Corwin Press A SAGE Company, 2008), p.102.

Word for Me” Strategy to the Eighth Grade Students of SMP N 7 Palembang. The purpose of this research was to find the effect of using “save the last word for me” strategy in teaching reading comprehension. She used quantitative research. Reading cannot be produced by the students without having skill of speech and enough vocabulary along part of speech in English. There was influence teaching reading comprehension by using “Save the Last Word for Me” strategy.⁸

The second research was done by Yuliasari entitled Teaching Reading by Using “Save the last Word for Me” Strategy and Double-Entry Journal Strategies at Junior High School. The result of the research showed that save the last word for me was a reading strategy that has a function to make students think critically and help students to understand about the text. The strategy was very helpful to the teacher because it motivates the students to learn reading comprehension. There was influence the Teaching Reading by “Save the Last Word for Me” Strategy and Double-Entry Journal Strategies at Junior High School.⁹

Based on the discussion in background of the problem, the researcher found the similar of the research they are using “save the last word for me” strategy make the students increase in reading

⁸ Putri Okva Utami, *Teaching Reading Comprehension Using “Save the Last Word for Me” Strategy to the Eighth Grade Students of SMP N 7 Palembang academic year 2013-2014*. <http://jurnal.radenfatah.ac.id/index.php/edukasi/article/view/593>, accessed on January, 7th 2019

⁹ Ulfa Yuliasari, *Teaching Reading by Using “Save the last Word for Me” Strategy and Double-Entry Journal Strategies at Junior High School*, <http://ejournal.iaiiibrahimy.ac.id/index.php/arrisalah/article/download/176/196/> Vol. XVI No 2 oktober 2018, accessed on January, 7th 2019

comprehension, increase students skill in reading and the function of this strategy is to make students think critically and help students to understand about the text in reading comprehension.

B. Identification of the Problem

Based on the background of the problems above, it can be identified some problems as follows:

1. The students get difficulties in reading comprehension
2. The students' reading comprehension in recount text is low.
3. The students have difficulty in interpreting the meaning of English

C. Limitation of the Problem

From the identification of the problem, in this research the researcher focused on the influence of using “save the last word for me” strategy towards students' reading comprehension in reading recount text. It was focused on finding of assessment of reading comprehension there are main idea, expression/idiom/phrase in context, inference (implied detail), grammatical features, detail, (scanning for specially stated detail), excluding fact not written (unstated detail), supporting idea, vocabulary in context¹⁰. This research was conducted at the eighth grade of SMP N 2 Sukoharjo in the academic year of 2018/2019.

¹⁰ H. Douglas Brown, Language Assessment Principle of Classroom Practice, (San Francisco: Longman, 2007), p. 206

D. Formulation of the Problem

Based on the identification and the limitation of the problem above, the problem was formulated as follows:

Is there any significant of “save the last word for me strategy” towards the students’ reading comprehension in recount text at the second semester of eighth grade of SMP N 2 Sukoharjo in the academic year of 2018/2019?

E. Objective of the Research

The objective of conducting this research is:

To know whether there is significant of “save the last word for me” strategy in the students’ reading recount text at the second semester of eighth grade of SMP N 2 Sukoharjo in the academic year of 2018/2019.

F. Uses of the Research

In line with the objectives, the results of the research are expected to have the following uses:

- a. To give the information about the influence of using “save the last word for me” strategy in the students reading recount text.
- b. To give the information about the students’ reading comprehension by using “save the last word or me” strategy.

- c. To motivate the students' in learning English especially in learning English reading.

G. Scope of the Research

1. Subject of the Research

The subjects of the research were the students of eighth grade of SMP N 2 Sukoharjo.

2. Object of the Research

The object of the research was the influence of “save the last word for me strategy” towards the students' reading comprehension in recount text.

3. Time of the Research

The research was conducted at eight grades during the second semester in SMP N 2 Sukoharjo in the academic year of 2018/2019.

4. Place of the Research

The place of the research was conducted at SMP N 2 Sukoharjo.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Frame of Theory

1. Teaching English as a Foreign Language

Language is a set of rules used by human as a tool of their communication. It means English is very important to human life. Language is the institution where by humans communicate and interact with one another by mean so habitually used oral auditory arbitrary symbols.¹ It means that people use language to communicate to one another in their daily life. It is also used to express someone's opinions or ideas that have been transferred an arranged into message by using language.

According to Brown, teaching is showing or helping someone learn how to do something.² It means that teaching is giving instruction, guiding in studying something, providing with knowledge and causing understanding. Harmer states that, English as foreign language is generally taken to apply to students who are studying general English at schools and institutes in their own country or as transitory visitor in target language country.³ It means that students only have chance to practice English in the school and institution. In this case the teachers are also demanded to encourage students to practice English every time in their daily activities. In Indonesia, English is learned at

¹M.F Patel and Praveen M. Jain .*English Language Teaching*,(Jaipur: Sunrise Publisher and Distributors,2008),p.29.

²H. Douglas Brown, *Teaching Principle of Language Learning and Teaching* (London: Longman,1980),p.5.

³Jeremy Harmer, *How to teach Reading* (New England: Pearson Education Limited,2004),p.39.

schools and people do not speak the language in the society.⁴ Learning English as a foreign language is not so difficult if the learners do a lot of practice and are exposed to situation that contains English elements in it. The students should practice their English regularly both inside the classroom and outside the classroom. It means that, in Indonesia, English becomes a foreign language. Therefore, English is very important to be learned by students in elementary school up to university.

2. Reading

There are four skills in English such as listening, reading, speaking, and writing. Reading is one of English skill. Reading is an important activity to do. By reading we will get knowledge and new information. According to Grabe, reading is process receiving and interpreting information encoded in language from via the medium of print.⁵ In addition, Harmer defines reading is an incredibly active occupation to do is successfully, we have to understand what the word read. Furthermore, Harmer states that reading text also provide opportunities to study languages: vocabulary, grammar, punctuation, and the way we construct sentences, paragraphs and texts.⁶ Namara claimed that reading is an extraordinary achievement when one considers the number of levels and components that must be mastered.⁷ It will be assumed that reading

⁴Ag. Bambang Setiyadi, *Teaching English as a Foreign Language*, (Yogyakarta:Grahallmu, 2006),p.22.

⁵William Grabe, *Reading in Second Language: Moving from Theory to Practice*, (New York: Cambridge University Press , 2009),p.14.

⁶ Jeremy Harmer, *How to Teach English*, (Edinburgh Gate: Longman, 2001),p. 70.

⁷Danielle S. Mc.Namara, *Reading Comprehension Strategies*, (NewYork : Lawyer Erlbaum Associates,2007),p. 3.

is an extraordinary achievement because in reading consists many components in the word of text such as: vocabulary, grammar, punctuation, etc, that must be mastered by the reader and without reading the reader cannot develop the other skills. Based on the statements above, it will be concluded that reading is process receiving and interpreting information from writing text and the way how the reader must to understand the writing text or to understand what the reader has read.

3. Reading Comprehension

Comprehension is an active process in the construction of meaning and the process of deriving meaning from connected text. Transkerlay claimed that comprehension skills are the heart of the reading process and are bring our life experience to the act of reading.⁸ It means that the core of reading process is comprehension skill because we combine our experience with new reading activity when to do reading. Furthermore, according to Grabe that the importance of this view of reading comprehension is also seen in its ability to interpret student's reading problem when they encounter a difficult text in the L1 or when reading L2 text.⁹ In other word, reading comprehension is the important point in reading because by comprehension skill we will know the student's problem in reading when they find difficult in read the text in second language. Many students are confused when they read the text in second language. They cannot get the point idea from what they have read.

⁸ Karen Transkerlay, *The Threads of Reading: Strategy for Literacy Development*, (Virginia: Association for Supervision and Curriculum Development Alexandria, 2003), p. 114.

⁹ William Grabe, *Op.cit*, p. 48.

Based on the statements above, it can be concluded that reading comprehension is background of knowledge that a reader brings to the reading text and process to build sense of the reader through interaction and complicity with writing language or the material to be read. Teaching reading is not vacuum activity. Students must enjoy during reading process. There are many advantages of reading; the teachers should pay attention on how to increase reading comprehension in classroom. Teaching reading needs more than only read text.

The definitions about reading and reading comprehension, there are three points based on the explanation above:

- 1) The reader who is doing the comprehending
- 2) The text to be comprehended
- 3) The activity in which comprehension is a part.

It means that, the teachers should know how the way to teach reading and what are the principles of teaching reading. The teachers have to know how to assess reading especially for reading comprehension. Knowing how to assess reading or reading comprehension can be asked by giving the students some multiple choice questions based on their material or topic. By multiple choice teachers can assess students' reading comprehension.

There are many components of assessment of reading comprehension. Those are as follows:

1. Main idea (topic)
2. Expression /idiom/phrases in context

3. Inference (Implied detail)
4. Grammatical features
5. Detail (Scanning for specially stated detail)
6. Excluding fact not written (unstated detail)
7. Supporting idea,
8. Vocabulary in context.¹⁰

From those statements can be concluded that reading comprehension is the reader's ability to deal with questions related to main idea, inferences, grammatical features, detail, excluding facts not written, supporting idea, and vocabulary in context.

4. Teaching Reading

Teaching is the way to transfer knowledge from teacher to students. Teaching reading is not only teaching to read, but more than it. One of the reading's goals comprehends the text. When teach reading we must pay attention to the the principles of teaching reading. The principles can be standard to limit teachers when they teach reading. The principles of teaching reading are stated below:

- 1) Reading is not passive skill.
- 2) Students need to be engaged with what they are reading.

¹⁰ H. Douglas Brown, *Language Assessment Principle of Classroom Practice*, (San Fransisco: Longman, 2007),p.206.

- 3) Student should be encouraged to respond the content of a reading text, not just to the language.
- 4) Prediction is major factor in reading.
- 5) Match the task to the topic.
- 6) Good teachers exploit reading texts to the full.¹¹

Teaching reading is not a stuck activity. Students have to enjoy the reading process. We must pay attention how to increase reading text in classroom because teaching reading needs more than only reading the text.

5. Text

Siahaan and Shinoda said that a text is meaningful linguistic unit in a context, it is both a spoken text and written text.¹² It means that a text is meaningful linguistic refers to any meaningful spoken and written. Learning the English text is learning to communicate in the culture of the English text if they want to communicate successfully in the English language.

Siahaan and Shinoda stated that a text can be any linguistic unit, it can be a word, it can also be a sentence, beside, it can also be a paragraph, further it can also be a text which is bigger than paragraph.¹³ It means that a text is a meaningful linguistic unit which can be a word, or a sentence, or a paragraph, or even the one which is bigger than a paragraph. In other words text is character and the words that have meaning.

However, Gerot and Wignel classify the genre into thirteen types. They are:

¹¹Jeremy Harmer, *How to Teach English Op.Cit*,p.70.

¹² Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure* (Yogyakarta: Graha Ilmu,2008,p1

¹³ *Ibid*

1. Spoof

Spoof is a text to retell an even with a humorous twist.

2. Recount

Recount is a text to retell event for the purpose of informing or entertaining

3. Report

Report is a text to describe the way things are with reference to a range of natural, made and social phenomena in our environment.

4. Analytical Exposition

Analytical exposition is a text to persuade the reader or listener that something in the case.

5. News Item

New item is a text to inform readers, listeners or viewers about events of the day which are considered newsworthy or important.

6. Anecdote

Anecdote is a text to share with others an account of an unusual or amusing incident.

7. Narrative

Narrative is a text to amuse, entertain and to deal with actual or vicarious experience in different ways.

8. Procedure

Procedure is a text to describe how something is accomplished through a sequence of actions or steps.

9. Description

Description text is a text to describe a particular person, place or thing.

10. Hortatory exposition

Hortatory exposition is a text to persuade the reader or listener that something should or should not to be the case.

11. Explanation

Explanation text is a text to explain the processes involved in the formation or workings of natural or socio cultural phenomena.

12. Discussion

Discussion text is a text to present (at least) two points of view about an issue.

13. Reviews

Review a text to critique an art work or event for a public audience.¹⁴

Based on the explanation above, it will be concluded that, there are many kinds of text, each of them have different characteristics and purpose. To find the common characteristics in text, first compare text-type in terms of social purpose, and the structure and language feature which achieve that purpose. Sets of text-type which have similar purpose, and therefore use similar structures and language feature, can be categorized into families.

6. Recount Text

There are many kinds of texts in English. Every text has the difference in definition, social function, language feature, generic structure. In this research focused on recount text.

¹⁴Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*. (New South Wales: Gerd Stables, 1994),p.192.

a. Definition of Recount Text

Recount text is the text to retell about experience in the past. According to Anderson, a recount text is a piece of text that retell past events, usually in order in which they happened. The purpose of a recount text is to give the audience a description of what occurred and when it occurred.¹⁵ It means that recount text is a retelling the experience in the past and gives information to the readers about the past events..

b. Generic Structure of a Recount Text

Recount text consists of orientation which introduces the participants, place and time, events, which describe some events that happened in the past, and reorientation which states personal comment of the writer. According to Gerot and Wignell the generic structures of recount consist of orientation, events, and Re-orientation.¹⁶ It can be showed in the figure 1 below:

The Generic Structures of Recount

- | | |
|-----------------|--|
| Orientation | - Provides the setting and introduces participants |
| Events | - Tell what happened, in the sequence |
| Re- Orientation | - Optional-closure of events. |

¹⁵ Mark Anderson and Kathy Anderson, *Text Types in English*, (South Yarra, Macmillan 1997),p. 48.

¹⁶ Linda Gerot and Peter Wignell. *Op.Cit*,p.194

Example of Recount Text

My Holiday in Bandung	
Orientation	Last year, I went to Bandung. I spent my holiday there. I went to Bandung by train. The train schedule from Cirebon was at 08.00 am and arrived in Bandung at 12.00 a.m
Events	<p>In the first day, I went to Bandung zoo because I loved animal. The ticket price was only Rp 25.000. The animals there were very complete.</p> <p>In the second day, I went to geological museum and talked with the guide about geology. It made me understood about geology. I saw rocks collection there. After that, I went to Bandung train station because I had to go home to Cirebon.</p>
Reorientation	My holiday in Bandung was only two days but it was a very interesting holiday.

Source: *Kumpulan Soal Latihan Ujian Nasional untuk SMP, Sukses UN 2016.*
<http://contohcontohteks.blogspot.co.id/2016/03/recount-text-kumpulan-contoh-recount.html>

Figure 1 Example of Recount Text

c. Reading Comprehension in Recount text

Anderson stated that recount text is a text that retells past event, usually in the order in which they occurred. Its purpose is to provide the audience a description of what occurred and when it occurred.¹⁷ It means that recount text is retelling the experiences in the past and gives information to the readers about the past events.

¹⁷ Mark Anderson and Kathy Anderson, *Text Types in English3*, (South Yarra: Macmillan Education Australia PTY LTD, 1998), p.24.

Based on Brown's theory, especially in reading, some criteria are commonly used in measuring students' reading comprehension, they are:

1. Main idea (topic)
2. Expression / idioms phrases in context
3. Inference (implied detail)
4. Grammatical features
5. Detail (scanning for a specially stated detail)
6. Excluding facts not written (unstated details)
7. Supporting idea
8. Vocabulary in context.¹⁸

Based on those explanations, it can be concluded that students' reading comprehension in recount text is the students' ability to comprehend the reading materials which consist of recount text. To measure the students' ability some indicators are tested such as main idea, inferences, grammatical features, detail, excluding facts not written, supporting idea, and vocabulary in context.

7. "Save the Last Word for Me" Strategy

A. Definition of "Save the Last Word for Me" Strategy

"Save the last word for me" strategy is the strategy that can be used in teaching reading comprehension. It is used to make the students understand the material. This strategy is making classroom communicatively

¹⁸H. Douglas Brown, *Language Assessment Principle of Classroom Practice*, *Loc.cit.*

that helps students increase their concentration in reading text and helps students learn to pick out the main ideas and supporting idea in the text. This strategy is a good activity for a classroom with a wide range of ability and provides a framework for discussion of text. Rasinski and Padak in Brunner state “Save the last word for me” strategy is designed to enhance student understand of text material, as well as to foster group interaction and problem solving.¹⁹ Additionally, this strategy can provide a scaffold for challenging material, as well as encouraging purposeful note-taking.

Rozzelle and Sceare state that “Save the Last Word for Me” strategy is structure for discussion that emphasizes reading, reviewing, and working sense of the text. This strategy gives students focus for reading and encourages students to participate in discussion to share ideas and opinion about the text.²⁰

The student should have critical thinking in comprehending the text. Moreover, the students discuss with their partner in group discussion, each group have new idea. The students write their idea in card note. After they comprehend they make good summary in text and share with other friends to more comprehend the text.²¹ In addition “save the last word for me” give a chance for the student’s participant in group discussion.

¹⁹ Judy Tilton Brunner, *I Don’t Get It!. Helping Students Understand What They Read*. (New York: Rowman & Littlefield Education, 2011), p.85.

²⁰ Rozzelle and Sceare, *Power Tools for Adolescent Literacy*. (New York: Solution Tree Press, 2009), p.142.

²¹ Randi Stone, *Best Practice for Teaching Reading: What Award-winning Classroom Teachers Do*. (New York: Corwin Press A SAGE Company, 2008), p.102.

B. Procedure “Save the Last Word for Me” Strategy in Teaching Reading Comprehension

Rasinski and Padak in Brunner Procedure of “Save the Last Word for Me”

Strategies there are:

1. Assign students to groups of three.
2. Ask students to read all or part of the text silently.
3. Use a piece of paper, instruct them to note areas of agreement/disagreement with the author and questions that occur to them while reading.
4. Have students discuss the text with the group. Each member of the group should select a comment or question from the note cards for the purpose of discussion.
5. Ask other members of the group to react to the comment or question by sharing opinions or areas of agreement or disagreement.
6. Ask the student who initially shared the question or comment to have the “last word” by summarizing the discussion or by offering his or her own opinion.²²

Meanwhile procedure of “save the last word for me” strategy from

Stone are :

1. The students are in group, and they will be given five index cards each other.

²² Judy Tilton Brunner *Op.cit*,p.85

2. While or after the students read the selected text, they write down five statements that they find interesting, are confused about, or disagree with.
3. The students then write their reactions to the statement on the back of the card.
4. After all the students write down five statements and reactions, one person reads their statement to the group.
5. After that student reads their card to the group, they turn it around so the group can read it to themselves.
6. The person on the right of them tells their group their reaction of the statement, each member of the group does the same. The person who read their statement now shares their reaction.²³

In this research the researcher will be used procedure by Stone to teaching reading comprehension in recount text in experimental class.

C. Advantages “Save the last Word for Me” Strategy in Teaching Reading Comprehension

There are some advantages of “save the last word for me” strategy according to Rasinski and Padak in Brunner:

1. Easily implemented.
2. Requires only moderate advance preparation from the teacher.
3. A good activity for a classroom with a wide range of ability.
4. Provides a framework for discussion of text.
5. Can easily be implemented with nonfiction text.

²³ Randi Stone, *Best Practice for Teaching Reading: What Award-winning Classroom Teachers Do*. (New York: Corwin Press A SAGE Company, 2008), p.102

6. Facilitates the recognition of the main idea.²⁴

From the explanation above it can be concluded that this strategy is good to be used in learning reading comprehension because this strategy is easily to be implemented and make the class more communicative.

D. Disadvantages “Save the last Word for Me” Strategy in Teaching Reading Comprehension

There are some disadvantages “Save the last Word for Me” Strategy in Teaching Reading Comprehension

1. Students need to have sufficient background information on the topic or it will be difficult for them to mentally engage with the idea of agreeing or disagreeing with the author.
2. Some students may need direct instruction in appropriate ways to agree or disagree with classmate or with ideas generated from the reading.²⁵

From the description above the students will have difficulties in finding information that the author intended and from the text reading. The teacher must give material that is easily understood by students, give them articles that are easy in simple words.

Based on the explanation above it will be concluded that the teacher should follow the procedure of “save the last word for me” strategy one by one. The researcher will be used procedure by Stone to teaching reading comprehension in recount text in experimental class. This

²⁴ *Ibid*

²⁵ *Ibid*

procedure is a guide for the teacher in teaching reading. The students can be easier to catch their main idea in reading with “save the last word for me” procedure.

8. Listen Read Discuss (LRD) strategy

a. Definition of Listen Read Discuss (LRD) strategy

According to Manzo in Mustabsyiroh’s journal, “Listen-Read-Discuss (LRD)” is a comprehension strategy that helps students comprehends text.²⁶ It means that this strategy can make the students understand to comprehend the text.

McKenna *et.al* states that “Listen Read Discuss is a strategy especially designed for struggling readers. Its three stages represent before, during, and after, stages of all reading lesson format.²⁷ It can be said that there are three stages in this strategy. First, the students listen to the explanation about the material from the teacher. Second, the teacher guides the students to read the text to get their comprehension. Finally, the teacher guides the students discuss to know the main idea or specific information about the text. It can be concluded that Listen Read Discuss (LRD) is a strategy for teaching reading that helps student comprehend material.

²⁶ Mustabsyiroh, *The Use of L-R-D (Listen-Read-Discuss) Strategy in Improving Students Reading Comprehension in Recount Text at the Eighth Grade of SMPN 1 Kecamatan Kramawatu Kabupaten Serang Provinsi Banten*, (<http://repository.uinbanten.ac.id/420/2/skripsi%20lengkap%20-%20B5.pdf>. Accessed on January 10th 2019. 00.15am)

²⁷ Mc. Kenna, Mickael C, and Robinson, Richard. *Teaching Through Text: A Context Literacy Approach to Content Area Reading (3rded)*. (New York: Stenhouse Publisher, 2002), p94

b. Procedure of LRD Strategy in Teaching Reading Comprehension

There are procedures of LRD strategy in teaching reading comprehension

1. Select of portion of text to be read
2. Present the information from that portion text in a well organized lecture format for about 5-15 minutes
3. Have the students read the book's version of the some material, student now will be reading in an empowered way, since they have just listened to an over view information
4. Discuss the material students now have heard and read.²⁸

Besides the procedures above the researcher added from Manzo *et al*, procedures are

1. Listen: you present a lecture on the content of the reading.
Include a graphic organizer of the information you discuss
2. Read: Students read the selection, guided by the idea that the reading may provide another understanding or interpretation of the content.
3. Discuss: Lead a classroom of the material. Encourage students to reflect on the differences between they're of the content and your presentation.²⁹

²⁸ Muhtabsyiroh, *Op.Cit*,p.102

There are some procedures to used LRD strategy, this procedure will make the teacher easy to give the material for students in reading comprehension.

c. Advantages of LRD Strategy Teaching Reading Comprehension

Salman in Yusanti states that there are some advantages of LRD Strategy are:

1. LRD can be used for proficient or weak reader
2. It is easy to used and require little preparation.
3. It builds students' prior knowledge before they read a text.
4. LRD is flexible strategy can be use across all curriculum are with almost any text.³⁰

It means that by using LRD to teach students in reading activity it can increase their comprehension and make them enjoy in the classroom. The students get information from the teacher pretend orally before they read text.

d. Disadvantages of LRD Strategy Teaching Reading Comprehension

However According to Purwanti in Sukesu, there are also disadvantages in LRD strategy as follow:

²⁹ Anthony Manzo and Cassale, Ula P. *Listen-Read-Discuss: A content reading heuristic*. Journal of Reading, 28, 372-734. <http://www.adlit.org/strategies/19781/> accessed on January, 30th 2019, 7.23 pm

³⁰ Elfa Yusanti, *The Influence Using Listen-Read-Discuss (LRD) Strategy Towards Students' Reading Comprehension on Narrative Text at The First Semester of Bandar Lampung in 2017/2018 Academic Year*, (http://repository.radenintan.ac.id/3102/1/SKRIPSI_ELFA_YUSANTI.pdf, accessed on January, 10th 2019, 02.10 am)

1. LRD is difficult to used on a daily basis because developing the lecture and the student' prior knowledge is time intensive.
2. The teacher must be selective and choose specific text were the students lack prior knowledge about and need more support with LRD text.³¹

Based on the explanation above teacher must be explanation more to the students about materials. Teacher must choose the material with simple sentence before giving it to students.

B. Frame of Thinking

Based on the theories above, it will be concluded that “save the last word for me” strategy will increase students' motivation to learn, help the students to understand the information from the text, and the students will bring into interest situation and enjoy situation. So the students will be easier to comprehend the meaning and find out the information and main idea of the text. It will be concluded that an English teacher must have strategies to teach English. It can motivate the students in learning English. “Save the last word for me” strategy will help the student understand the connection between supporting detail to identity information and main idea. The research assumes that using “save the last word for me” strategy will give significant influence this strategy in reading comprehension.

³¹ Yeni Sukesi, *The Effectiveness of Using Generating Interaction Between Schemata and Text (GIST) Strategy to Increase Student's Reading Comprehension in Exploring Recount Text at The Second Semester of Eighth Grade of SMPN 1 Seputih Agung Academic Year 2016/201*, (http://repository.radenintan.ac.id/2737/1/Skripsi_full.pdf, accessed on January, 24th 2019, 5.15 pm)

“Save the last word for me” strategy is one of the most strategies in teaching reading comprehension. This strategy is effective to make the students have critical thinking about an idea, increase concentration in reading text and makes students remember where the most important in the text. “Save the last word for me” strategy is very help the student to improving the students reading comprehension to find the main idea and to get the point in the text what they read.

C. Hypothesis

Based on the problem, theories and frame of thinking which are discussed above, the hypothesis of the research as follows:

1. H_a : there is significant influence of “Save the Last Word for Me” Strategy towards students’ reading comprehension in recount text at the eighth grade of the second semester of SMP N 2 Sukoharjo in the academic year of 2018/2019.
2. H_o : There is no significant influence of “Save the Last Word for Me” Strategy towards students’ reading comprehension in recount text at the eighth grade of the second semester of SMP N 2 Sukoharjo in the academic year of 2018/2019.

CHAPTER III RESEARCH METHODOLOGY

A. Research Design

An experimental design used in this research. This research used a quasi-experimental research design. According to Setiyadi, experimental design is intended to find the relation of variables invalid which can be used to search the conclusions in general.¹ Experimental design is the general plan for carrying out a study with an active independent variable. The design is important because it determines the study's internal validity, which is the ability to reach the valid conclusion about the effect of the experimental treatment on the dependent variable.² It means that experimental design is a research design that is used to find the influence of one variable on another.

. According to Creswell, quasi-experiments include assignment, but not a random assignment of participants to groups. This is because the experimenter cannot artificially create groups for the experiment.³ It means that we do not have the opportunity for random assignment of students to special groups in different conditions.

In this research, two classes selected, they are the experimental class and control class. The experimental class received the treatment by using “save the

¹ Ag. Bambang Setyadi, *Metode Penelitian Untuk Pengajaran Bahasa Asing*, (Yogyakarta: Graha Ilmu, 2006), p.135.

² Donald Ary, Cheser Jacobs, and Chris Sorensen, *Introduction to Research in Education 8th edition*, (Ottawa: Wadsworth Cengage Learning), p.301

³ John W. Creswell, *Educational Research: Planning and Conducting quantitative and Qualitative Research*, (Boston: Pearson Education, 2012), p.309

last word for me” strategy and the control class was used LRD strategy .Table 2 shows the Pre- and Post-test design are illustrated as follows:

Table 2
Pre-test and Posttest Design

Select Control group	Pre-test	No Treatment	Post-test
Select Experimental group	Pre-test	Experimental Treatment	Post-test

We can apply the pretest and posttest design approach to a quasi-experimental design. The researcher was assign intact groups the experimental and control treatments, administers a pretest to both groups, conducts experimental treatment activities with the experimental group only, and then administers a posttest to assess the differences between the two groups.

It means that in quasi-experimental design used the pretest and posttest design approach. It was gave pretest and posttest to the both of class groups to know the differences between the two groups. It was conducted experimental treatments activities in the experimental class was used “save the last word for me” strategy as the treatment. While in control class was used LRD strategy as the treatment.

B. Variables of the research

There were two variables in this research, they were independent and dependent variables. The independent variable was “save the last word for me” strategy (X), and the dependent variable was students’ reading comprehension in recount text (Y).

C. Operational Definition of Variable

The operational definition of the variable was used to explain the variables which were used in this research to avoid misconception of variables present in this research. The operational definitions of variables were as follows:

1. Independent Variable (X)

“Save the last word for me” strategy. The strategy was used to teach reading comprehension by the researcher. In this case, the students were analyzed reading recount text faster and easier. With “save the last word for me” strategy the teacher can stimulate students’ reading comprehension and help students learn to pick out the main ideas and specific information in the text.

2. Reading Comprehension (Y)

Students’ reading comprehension of recount text was the ability to comprehend the reading material that give information to the readers, retelling the experience or event in the past, by presenting the supporting arguments with good ability to deal with questions related to main idea, expression/idiom, inference, grammatical features, detail, excluding facts not writing, supporting idea and vocabulary in context.

D. Population, Sample and Sampling Technique

1. Population

Population is an association that has the same goal. Fraenkel and Wallen say that a sample in a research study was the group on which information was obtained. The larger group to which one hopes to apply the results was called

the population.⁴ Therefore, the population in this research were all the students at the second semester of eighth grade of SMP N 2 Sukoharjo in the academic year of 2018/2019. The population of this research consists of 189 students including six classes. Here was the table of the students' number in detail:

Table 3
The Population of the eighth grade of SMP N 2 Sukoharjo
in the Academic Year of 2018-2019

No	Class	Sex		Total
		Male	Female	
1	VIII A	10	22	32
2	VIII B	11	22	33
3	VIII C	9	21	30
4	VIII D	15	17	32
5	VIII E	12	20	32
6	VIII F	13	17	30
The total Number of students				189

Source: Documentation of SMP N 2 Sukoharjo academic year 2018/2019

2. Sample

There were six classes of the eighth grade at SMP N 2 Sukoharjo and the researcher took two classes, one class as experimental class and another as control class

3. Sampling Technique

In getting the sample from the population, the researcher used cluster random sampling. Fraenkel and Wallen say that the selection of groups, or cluster, of subjects rather than individuals are known as cluster random

⁴Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in Education Seventh Edition*, (New York: McGraw-Hill, 2009), p. 90

sampling.⁵ The classes were chosen randomly using a lottery. In this research, the researcher used small pieces of rolled paper where there were the names of each class on it. The small pieces of rolled paper put into a bottle, then the bottle shaken and after that, the researcher took two pieces of rolled paper.

Class 8.F as experimental class and class 8.D as control class

E. Data Collecting Technique

In collecting the data, the researcher used the test. Test was made a decision about whether an individual test taker has achieved a pre-specified criterion, or standard. That was required for a particular decision context.⁶ It means that, to know the quality of the students depend on specified or standard of the test.

Some of the test, they were:

1. Pretest

The pretest was given before treatment. It was done by reading comprehension the recount text based on the provide topics. The researcher gives the pretest to the students in control class and the experimental class to measure their reading comprehension recount text before treatment.

In the pretest the students ask to answer reading comprehension test in form multiple choice question about recount text based on the provide topics that consist of 40 items with four alternative options and 80 minutes for time allocation.

⁵*Ibid*,p.96

⁶ Glenn Fulcher, *Practical Language Testing*, (New York: Routledge,2013), p.31

2. Posttest

The post test was given after the students in experimental and control class were giving the treatment. It was to know the students reading comprehension recount text after they teach by using “save the last word for me” strategy. It administered after treatment was given to measure the influence of using “save the last word for me” strategy towards reading comprehension in recount text. In the posttest the students also asked to answer reading comprehension test in form multiple choice question about recount text based on the provide topics that consist of 20 items with four alternative options and 80 minutes for time allocation.

F. Instrument of the Research

This research uses multiple choice questions (MCQ) as a tool for testing in order to know students’ reading comprehension on recount. The text consists 40 items with four alternative options. The test was aimed to measure students’ reading comprehension on recount text. In measuring the students’ reading comprehension, the test used language assessment theory. Some specifications commonly used in measuring reading comprehension are: main idea (topic), expression/ idiom/ phrases in content, inference (implied detail), grammatical feature, detail (scanning for a specifically stated detail), excluding fact not written, supporting idea, vocabulary in content.⁷ The researcher was prepared

⁷ H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, (SanFrancisco:Longman,2003),p.206

the instrument in the form of multiple choice questions. The specification pretest and post test before validity test can be seen in Table 4:

Table 4
Table of Specification of Pretest and Posttest for Tryout

No.	Aspect	Indicator	Item Number		Total
			Even	Odd	
1.	Main idea (topic)	Students determine the main idea of the passage.	6, 16, 8	1, 11, 7	6
2.	Inference (implied detail)	Students can find what is inference in the passage.	22, 40, 30	13, 27, 33	6
3.	Grammatical feature	Students can find grammatical feature in the passage	2, 36, 32	5, 9, 21	6
4.	Detail (scanning for a specifically stated detail)	Students understand specifically state detail or explicit detail.	4, 12	3, 15, 19	5
5.	Excluding fact not written (unstated details)	Student can find unstated in passage	24, 18	31, 25	4
6.	Supporting idea	Students can find supporting idea to support the main idea	28, 34	23, 39	4
7.	Vocabulary in Context	The students know each words	26, 38, 20	17, 29	5
8.	Expression/idiom/phrase in a context	The students know Expression/idiom/phrase in context	14, 10	35, 37	4
Total					40

Based on table 4 above, the total of pre test and post test items before validity 40 items.

Table 5
Table of specification of pretest after validity test

No.	Aspect	Indicator	Item Number		Total
			Even	Odd	
1.	Main idea (topic)	Students determine the main idea of the passage.	6, 8	1, 11, 7	5
2.	Inference (implied detail)	Students can find what is inference in the passage.		13, 27	2
3.	Grammatical feature	Students can find grammatical feature in the passage	32	5	2
4.	Detail (scanning for a specifically stated detail)	Students understand specifically state detail or explicit detail.	4	15, 19	3
5.	Excluding fact not written (unstated details)	Student can find unstated in passage		31, 25	2
6.	Supporting idea	Students can find supporting idea to support the main idea	34	39	2
7.	Vocabulary in Context	The students know each words	26, 38		2
8.	Expression/idiom/phrase in a context	The students know Expression/idiom/phrase in context	14, 10		2
Total					20

Table 6
Table of specification of post test after validity test

No.	Aspect	Indicator	Item Number		Total
			Even	Odd	
1.	Main idea (topic)	Students determine the main idea of the passage.	6, 16, 8	11, 7	5
2.	Inference (implied detail)	Students can find what is inference in the passage.	30	13, 33	3
3.	Grammatical feature	Students can find grammatical feature in the passage	36	5	2
4.	Detail (scanning for a specifically stated detail)	Students understand specifically state detail or explicit detail.		3, 19	2
5.	Excluding fact not written (unstated details)	Student can find unstated in passage	18	31	2
6.	Supporting idea	Students can find supporting idea to support the main idea	34	39	2
7.	Vocabulary in Context	The students know each words	20	17	2
8.	Expression/idiom/phrase in a context	The students know Expression/idiom/phrase in context	14, 10		2
Total					20

G. Research Procedure

There are three steps are done in conducting this research. They are:

1. Planning

- a. Determined the subject of the research

The subjects of the research were the students at the second semester of the Eighth grade at SMPN 2 Sukoharjo academic year 2018/2019

b. Prepared try-out

The researcher was prepared a kind of test (called try-out test) that was give to the students in case of preparing try-out test for pre-test and post-test.

c. Prepared pre-test

The researcher was prepared pre-test that is given to the students. The pre-test is given based on the questions selected in the try-out.

d. Determined the material to be taught

The researcher was determined the material to be taught to the students, that is reading comprehension of recount text. The treatment was give by using “save the last word for me” strategy for Experimental class and LRD strategy Control class.

e. Prepared post-test

There was kind of test (called post-test) the researcher was give to the students. By giving post-test, the researcher will be known about the students' improvement in their reading ability in comprehending English text.

2. Application

After making the plan, it was applied the research procedure that is already planned. There are some steps in doing this research, they are

a. In the first meeting, the researcher gave the try out.

This test in the form of recount text that consisted of 40 items. This test is giving to the students which do not become the sample of the research.

- b. In the second meeting, the researcher gave the pre-test

Giving pretest to the control class and experimental class, it is taken from the result of try-out test. It means that only the valid and reliable test item used in the pretest.

- c. After giving the pretest to the students, the treatment was conducted. In control class was used LRD strategy while in the experimental class the treatment was used “save the last word for me” strategy.

- d. In the last meeting, the researcher gives the post test.

The test is multiple choices with 4 option a b, c and d. Only the valid and reliable items that are used.

3. Reporting

The last step that should be done in the research procedure is reporting. They are as follows:

- a. Analyzing the data from try-out
- b. Analyzing the data from pre-test and post-test
- c. Making a report based on the findings.

H. Scoring System

Before getting the score, the researcher was determined the procedure used in scoring the students' work. In order to do that, the researcher will use Arikunto's formula. The scores of pretest and posttest are calculated by using the following formula⁸ :

⁸ Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, (Jakarta : Bumi Aksara, 2013),p.272

$$S = \frac{r}{n} \times 100$$

Notes :

S = The score of the test

R = The total of the right answer

N = The total item

I. Validity and Reliability

1. Validity

Validity is a tool to know the quality of data instrument. According to Best and Kahn, validity is that quality of a data-gathering instrument or procedure that enables it to measure what it is supposed to measure.⁹ It means that validity is a test to know and measure the quality of data instrument.

A test is valid if it measures what it claims to measure.¹⁰ It means that the test must have good validity so that the test can measure the aspects which will be measured. In this research, it was used content and constructs validity.

a. Content validity

Best and Kahn state, Content validity refers to the degree to which the test actually measures, or is specifically related to, the traits, for which it was designed. Content validity is based upon careful examination of course textbooks, syllabi, objectives, and the judgments of subject matter specialists.¹¹ It means that the content validity is based

⁹ John W. Best and James V. Kahn, *Research in Education Seventh Edition*, (New Delhi: Prentice-Hall, 1995), p. 208

¹⁰ *Ibid*, p. 219

¹¹ *Ibid*

on the material, and the material is agreement with the objectives of learning in the syllabus.

The instrument of the test must be suitable with the objectives of learning at the syllabus at the tenth grade of senior high school for making sure that the instrument is valid.

b. Construct validity

Best and Kahn state Construct validity is the degree to which scores on a test can be accounted for by the explanatory constructs of a sound theory.¹² It means that construct validity is focused on the kind of test that is based on the concept and theoretical which can measure the ability especially for reading ability. In this research, the researcher will make a reading test that could measure the students' reading ability. The instrument of the test (pre-test and post-test) was consulted to the teacher of English lesson to make sure whether the instrument has been valid or not. The English teacher considers the aspects of the instrument on validity form.

2. Item Validity

Item validity is the appropriateness of a giving test or any of its component parts as a measure of what it is purposed to measure. Item validity is used to measure whether the items of the test are valid or not. In this research used SPSS to calculate the data.

¹²*Ibid*

3. Reliability

Reliability refers to whether the test is consistent in its score. Reliability refers to the consistency of the scores obtained-how consistent they are for each individual from one administration of an instrument to another and from one set of items to another.¹³ A good test should have high validity. In this research, the researcher was used ANATES to calculate the reliability of the test, it can be drawn a conclusion that the result of reliability for pretest has a high reliability because the result of reliability value to 0.76 and the result of posttest amounts to 0.77. it means that reliability of the test in research was reliable.

The criteria of reliability test are:

0.800-1.000 = very high reliability

0.600-0.800 = high reliability

0.400-0.600 = medium reliability

0.200-0.400 = low reliability

0.00- 0.200 = very low

¹³ *Op.cit.* Donald Ary, *et.al.* p.236

J. Data Analysis

After collecting the data, the researcher was analyzed by using a n independent sample t-test. There are two tests that must be done before analyzing the data by using an independent sample t-test. They are normality test and homogeneity test.

1. Fulfillment of the Assumptions

The data gained are statistically analyzed by using strategies and steps as the following:

a. Normality Test

The normality test is used to know whether the data in the experimental class and control classes are normally distributed or not. In this research, the researcher was used statistical computation by using SPSS (*Statistical Package for Social Science*) for normality. The tests of normality employed are Kolmogorov – Smirnov and Shapiro Wilk. The hypotheses for the normality test are formulated as follows:

H_0 : The data are normally distributed.

H_a : The data are not normally distributed.

While the criteria of acceptance or rejection of hypotheses for normality test are as follows:

H_0 is accepted if $\text{Sig.} > \alpha = 0.05$

H_a is accepted if $\text{Sig.} < \alpha = 0.05$

b. Homogeneity Test

Homogeneity test is used to determine whether the data obtained from the sample homogeneous or not. In this research, the researcher was used statistical computation by using SPSS for homogeneity of test.

The hypotheses for the homogeneity tests are formulated as follows:

H_0 = the variances of the data were homogenous

H_a = the variances of the data not homogenous.

While the criteria of acceptance or rejection of homogeneity test are as follow:

H_0 is accepted if Sig. $> \alpha = 0.05$

H_a is accepted if Sig. $< \alpha = 0.05$

While the criteria of acceptance or rejection of homogeneity test are as follow:

H_0 is accepted if Sig. $> \alpha = 0.05$

H_a is accepted if Sig. $< \alpha = 0.05$

2. Hypothetical Test

If the fulfillment of the assumptions normally tests and homogeneity test are fulfilled, the researcher was used an independent sample t-test. In this case, it was used statistical computation by using SPSS for hypothetical of test. The purpose of using SPSS in this case to practicality and efficiency in the study

The hypotheses are:

H_a : There is a significant influence of using “save the last word for me” strategy towards students’ reading comprehension of recount text at the second semester of the eighth grade of SMP N 2 Sukoharjo, in the academic year of 2018/2019.

H_o : There is no significant influence of using “save the last word for me” strategy towards students’ reading comprehension of recount text at the second semester of the eighth grade of SMP N 2 Sukoharjo, in the academic year of 2018/2019.

While the criteria of acceptance or rejections of hypothesis are:

H_a is accepted if $\text{Sig.} < \alpha = 0.05$

H_o is accepted if $\text{Sig.} > \alpha = 0.05$

CHAPTER IV RESULT AND DISCUSSION

A. Result of the Research

1. Result of Pre-test

Pre-test was conducted in order to see students' reading comprehension in recount text before treatment. The score of students' reading comprehension in recount text that were test in the pre-test can be seen in figure 2 and 3.

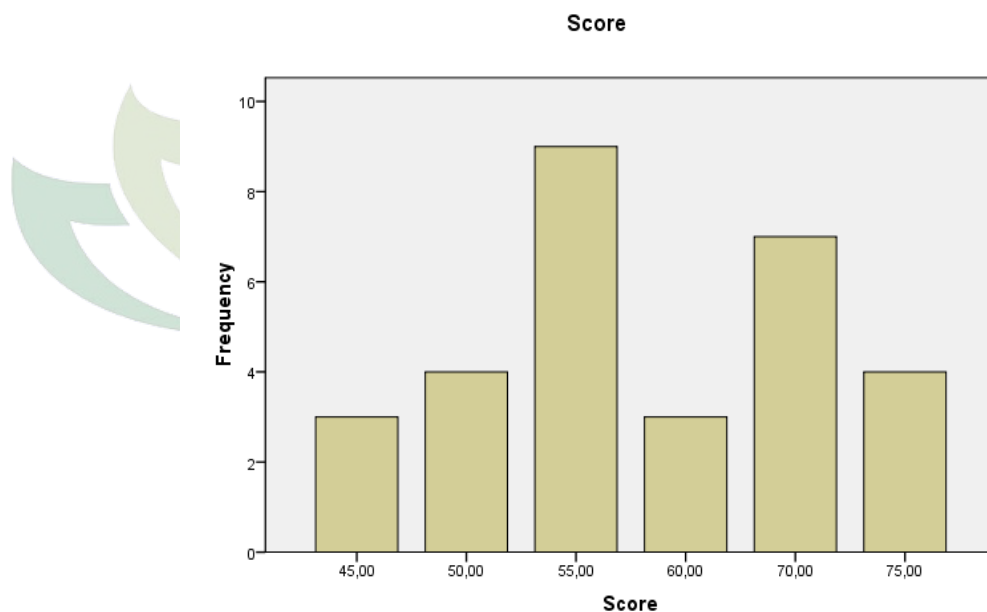


Figure 2
Graph of the Result of the Pre-test in experimental class

Based on figure 1, the mean of the pre-test in experimental class was 60.00, standar deviation = 1.00, N = 30, median = 55.00, variance = 100.00, minimum score = 45.00, maximum score =

75.00. it showed the students's reading comprehension in recount text in experimental class before they got treatments.

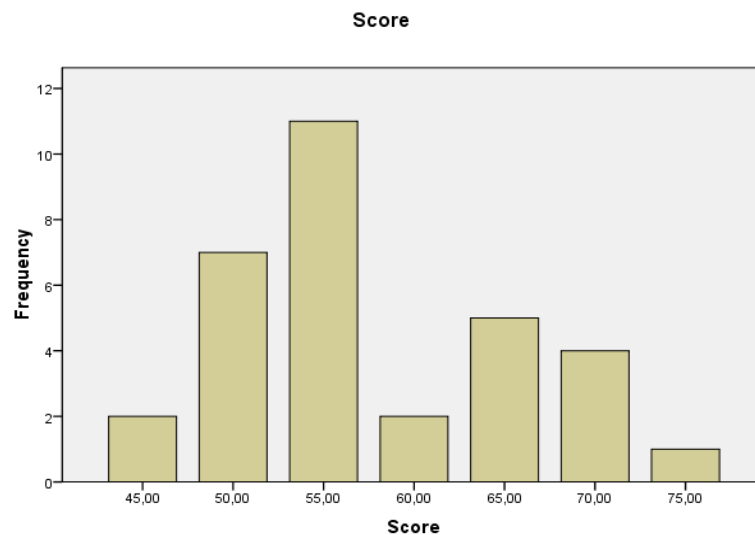


Figure 3

Graph of the reslut of the Pre-test in control class

Based on the figure 2, the mean of pre-test in control class was 57.65 , standar deviation =8.03, N = 32, median = 55.00, variance = 64.49, minimum score = 45.00, maximum score 75.00. It was showed students' vocabulary mastery in control class before they got treatments.

According to the data of pre-test above, it can be seen that the mean of pretest in experimental class was 60.00 and the mean in control class was 57.65. it was indicated that the students' reading comprehension in recount text in experimental class and control class is almost same before they got treatments.

2. Result of The Post-test

The post-test was administered in students' to know student reading comprehension in recount text after the treatment given. It can be seen from the post-test score students' reading comprehension in recount text in the control and experimental class in figure 4 and 5.

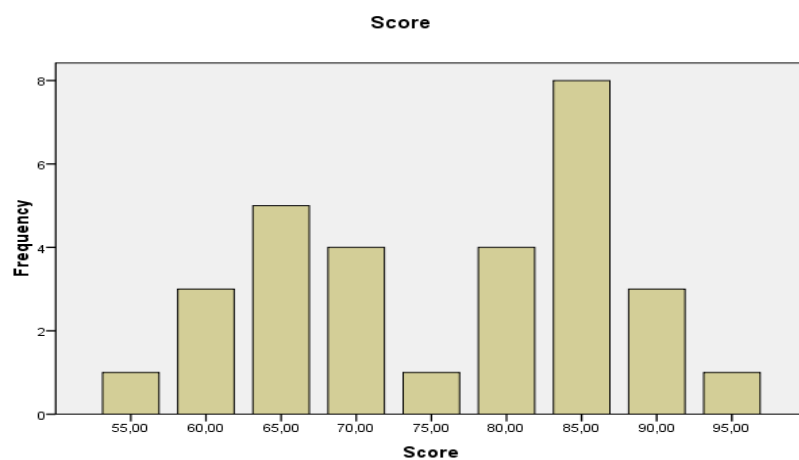


Figure 4

Graph of the Result of the post-test in the Experimental Class

Based on the figure 4, the mean of the post-test in the experimental class was 76.00, standard deviation = 1.11, N = 30, median = 80.00, variance = 124.8, minimum score = 55.00, maximum = 95.00. It showed students' reading comprehension in recount text after they got treatments.

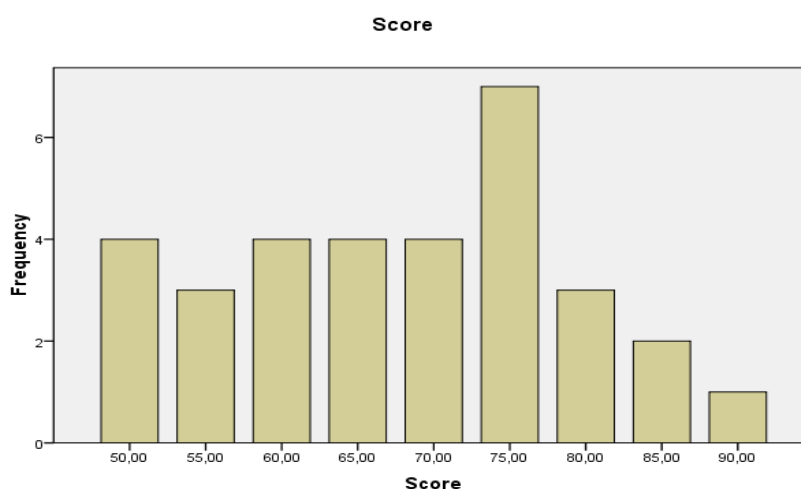


Figure 5
Graph of the Result of the Post-test in the Control Class

Based on the figure 5 above, the mean of the post-test is 67.81, standar deviation 1.128, N= 32, median 70.00, variance = 127.3, minimum score 50.00, maximum score 90.00. it showed students' reading comprehension in recount text after they got treatments.

According to the data of the post-test above, it can be seen that the mean of post-test in experimental class was 74.00 and the mean of the post-test in the control class was 63.25. The mean in the experimentalclass was higher than control class, it was indicated that the students' reading comprehension in recount text has increased after they got treatments by using "save the last word for me" strategy.

3. Gain Score

The gain score was gotten from post-test score reduced by pretest score. Gain score was used to analyze normality, homogeneity and hypothetical independent t-test. If the gain score indicated that the post-test score was lower than pretest.

B. Result of Data Analysis

1. Result of Normality

The normality test was administered to know whether the data have normal distribution or not. In the case, SPSS version 16 was used to calculate the data.

a. The hypotheses

The hypotheses are:

H_0 : The data have normal distribution

H_a : The data don't have normal distribution

b. The test criteria

The test criteria are:

If the value $(p) > \text{significant } (\alpha = 0.05)$ it means that, H_0 was accepted

If the value $(p) < \text{significant } (\alpha = 0.05)$ it means that, H_a was accepted

Table. 7
The Normality Test of Experimental and Control Class

Tests of Normality

Gain	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Sco Experimental	.189	30	.008	.934	30	.062
re Control	.123	32	.200*	.951	32	.156

a. Lilliefors Significance Correction

*, This is a lower bound of the true significance.

Based on the table 7 , it can be seen that Pvalue (Sig.) for experimental class was .062 and Pvalue (Sig.) for control class was .156. Because Sig. (Pvalue) of experimental class $> \alpha$ 0.05. So, H_0 was accepted and Sig. (Pvalue) for the control class $> \alpha$ 0.05. So, H_a was rejected. The conclusion is that the data in experimental class and control class had normal distribution.

2. Result of Homogeneity

The homogeneity was tested after got score of students' reading comprehension in control class and experimental class (pre-test and post-test of students' reading comprehension in recount text)

a. The hypotheses are:

H_a = The variance of the data was not homogeneous

H_0 = The variance of the data was homogeneous

b. The criteria of the test are follows:

H_0 is accepted if $\text{Sig} > \alpha = 0.05$

H_a is accepted if $\text{Sig} < \alpha = 0.05$

Table 8
The Result of Homogeneity Test

Test of Homogeneity of Variance

	Levene Statistic	df1	df2	Sig.
Score Based on Mean	.945	1	60	.335
Based on Median	1.249	1	60	.268
Based on Median and with adjusted df	1.249	1	59.782	.268
Based on trimmed mean	1.014	1	60	.318

Based on the Results obtained in the test of homogeneity of variance in the column, it could be seen that Sig. (Pvalue) based on mean was $.335 > \alpha = 0.05$. It demonstrated that H_0 was accepted because Sig. (Pvalue) $> \alpha = 0.05$. It means that the variance of the data was homogenous.

3. Result of Hypothetical Test

Based on the previous explanation, the normality and homogeneity test were satisfied. Therefore, the research was used the hypothetical test by using SPSS (*Statistical Program for Social Science*), independent sample t-test.

The hypotheses formulas were:

H_a There is no influence of using “Save the Last Word for Me” Strategy toward students’ reading comprehension in recount text at the eighth grade of SMPN 2 Sukoharjo in the academic year of 2018/2019.

Ho There is influence of using “Save the Last Word for Me” Strategy toward students’ reading comprehension in recount text at the eighth grade of SMPN 2 Sukoharjo in the academic year of 2018/2019.

The criteria of acceptance or rejection of the hypothesis for hypothetical test were :

H_0 is accepted if Sig. (Pvalue) $> \alpha = 0.05$

H_a is accepted if Si. (Pvalue) $< \alpha = 0.05$

Table 9
The Result of Hypothetical test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std.Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score	Equal variances assumed	.945	.335	2.931	60	.005	5.84375	1.99410	1.85497	9.83253
	Equal variances not assumed			2.947	59.318	.005	5.84375	1.98288	1.87646	9.81104

Based on the result obtained in the independent sample t-test in table 4.3 above, the value of the significant generated Sig. (P_{Value}) = $0.005 < \alpha = 0.05$. so, H_a was accepted and H_0 was rejected. Based on

the computation, it can be concluded that there was a significant influence of “Save the Last Word for Me” Strategy toward students’ reading comprehension in recount text at the eighth grade of SMPN 2 Sukoharjo in academic year of 2018/2019.

C. Discussion

The students’ reading comprehension in recount text have difficulties in learning reading comprehension especially in recount text, it was proven by the score of the students on preliminary research. There were 65 % of the students who got the score under 70 as the KBM. It means that the students’ reading comprehension was low and need to be increased. To solve the problem, using “Save the Last Word for Me” Strategy toward students’ reading comprehension in recount text at the eighth grade of SMPN 2 Sukoharjo in academic year of 2018/2019 This research had been carried through six steps. They involved try-out test, pre-test, three time treatments, and post-test.

The research had been conducted since Maret 29th 2019 at 07:15 to 08:45 am, it begun by giving try out test to students in 8.D and 8.F as the tryout class. It was 80 test items as the instrument of the test items for pre-test and post-test. From 80 items of try-out, some items were chosen as instrument of the test. The choosing of the instrument had been done by considering two categories, validity and reliability. After being tryout, 20 question for pre-test and post-test were used.

Before conducting treatments, the pre-test for experimental class was conducted on Maret, 30th 2019 at 07:15 – 08:45 am and control class on Maret, 30th 2019 at the 12.30 – 13: 50 pm. In the pre-test, the test items consist of 20 items of multiple choice test with 4 options (a, b, c, d). The result of pre-test was shown that the mean in control class was 57.65 and in the experimental calss was 60.00.

Three times treatments conducted after pre-test. The first treatment was administrated on April, 5th at 07:15 to 08:45 am. The lesson begun by greeting the students, introducing the researcher and checking their attendance. The next step is teaching learning proces. The material is about recount text.

The second treatment was administrated on april, 6th 2019 at 12.30–13:50 pm. The same activity with the first meeting was done to begin the clas. The learning material in the second meeting was about comprehend and search main idea in recount text. In the second treatment, it was better than the first treatment, because the students knew strategy and the material before the lesson began. The procedure of “Save the Last Word foe Me” strategy was done better than previous treatment, therefore the students more active and motivate in learning process with the second treatment.

The third treatment was administrated on April, 12th 2019 at 07:15 to 08:45 am. The activities in the third meeting still same with the first and

second meeting. The learning material in the third meeting was find out the specific information and main idea.

After finishing all treatments, the post-test for the experimental and control class was conducted. Both the control and experimental classes were tested with the test item, the post-test was conducted on april, 13th 2019 at 07:15 – 08:45 am, and control class at 12.30-13.50 am. In the post-test, the test items consist of 20 items multiple choice test with 4 options (a, b, c, d). The result post-test was shown the mean in control class was 67.81 and the mean in the experimental class was 76.00.

Besed on the reslut of pre-test and post-test score above, it showed that the mean in pre-test score of experimental class was 60.00 and the post test was 76.00 while the mean in the pre-test score of control class was 57.65 and in the post-test was 67.81 it means that the students' post-test score was higher that pre-test. After the pre-test and post-test score was gotten, the data was used to find out the gain score. Gain score was used to analze the normality of the data and it showed that the data were normal. After the data was normal, the homogeneity was analyzed based on the gain score and it showed that the data were homogeneous.

Based on the analysis of the data and the testing the hypothesis, the result of calculation by using SPSS version 16 found that Sig. (2-tailed) of the equal variance assumed in the independent sample test table was 0.002. it was lower than 0.005 as the criteria. It means that the hypothesis null (H_0) was rejected and the hypothesis alternative (H_a) was accepted. From

the analysis above, it can be concluded that the use of “Save the Last Word for Me” Strategy towards students’ reading comprehension in recount text.

The result of the data analysis showed that use of “Save the Last Word for Me” Strategy towards students’ reading comprehension in recount text seemed to be applicable for eighth grade of SMPN 2 Sukoharjo. This strategy made the students easier to comprehend and find the specific information the vocabulary. It means that this research enriches the previous research that was conducted.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After concluding the treatments and analyzing the data, it can be seen that “save the last word for me” strategy could improve students’ reading comprehension in recount text. It was supported by the scores the students achieved, in which they received higher scores after the researcher gave the treatment of “save the last word for me” strategy as a strategy in learning reading especially reading comprehension. The mean score of post-test in experimental class was 76.00 and the mean score of post test in control class was 67.81. It showed that the students’ post-test score in experimental class was higher than students’ post test score in control class.

It can be proved from the hypotheses test. In the hypotheses test, the result obtained in the independent sample test that the value of significant generated The result can be seen from sig. (2-tailed) of the equal variance assumed in the independent sample test table where the sig. (2-tailed) was 0.015. It was lower than $\alpha = 0.05$ and it means that H_0 was rejected and H_a was accepted.

Based on the computation it can be concluded that there was significant influence of using “save the last word for me” strategy toward students’ reading comprehension in recount text at the second semester of the eighth grade of SMPN 2 Sukoharjo.

B. Suggestions

Based on the conclusion that has been stated above, the researcher would like to give some suggestions as follows:

Suggestion for the Teacher

“Save the last word for me” strategy as a alternative approach of the teaching learning process especially in reading comprehension is a good way to be applied in the eighth grade of SMPN 2 Sukoharjo

- a. The teachers should give more chances to the students to be more active that they are able to do those activities by themselves and the researcher suggests to English teacher to try to use “save the last word for me” strategy in teaching reading comprehension. But, to use strategy in language teaching learning activity effectively and successfully, as the teacher of English, we should think carefully about the selection of strategy we want to implement at the classroom if the teacher cannot deliver the strategy appropriately the student will be bored.
- b. The English teacher can help students to increase reading comprehension by using other effective and relevant strategy or media. This can be done, based on the approach or media, so they can develop their reading comprehension.

1. Suggestion for the Students

- a. The students should learn and be more seriously in learning English reading in order that the student can improve their reading comprehension.
- b. The students should practice the pattern they have to learn with their environment even with their friends or teacher.
- c. The students had to manage time in learning process because learning reading needed.

2. Suggestion for the School

- a. The school should provide other facilities like multimedia room and language laboratory for students to practice their English competency.

3. Suggestion for the other researchers

- a. The researcher applied “save the last word for me” strategy to increase students’ reading comprehension. The other researchers can apply “save the last word for me” strategy increase students’ mastery to other skill.
- b. In this research, the research was done in five meetings. Other researchers can spend more time in giving the treatments to the students so that they can get enough exercise.
- c. In this research, the researcher used “save the last word for me” strategy to help students of junior high school. The next researchers can do it in the different level.

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